



CAREER MANAGEMENT EFFECTIVENESS OF MANAGEMENT TEACHERS - AN ANALYTICAL STUDY

Dr. B. Nagarjuna¹, Dr. K. Rajendra Prasad²

¹Professor, School of Commerce and Management, MB University, Tirupati, Andhra Pradesh

²Resource Person, Financial Education, Securities & Exchange Board of India

ABSTRACT

Career management may be viewed as a lifelong process of planning, selecting, and creating techniques to achieve goals. Career management is the ongoing process of analyzing, executing, and monitoring a person's objectives and actions. Employers are constantly on the search for qualified candidates who can adapt to new business trends and contribute to the company's success. In the domain of management education, there has been relatively limited research on topics such as career planning, management, and development. There has never been adequate research done to identify critical aspects impacting career planning and management, such as teacher profile features and academic variables. The purpose of this paper is to investigate and evaluate the influence of management teachers' profiles and academic aspects on their career planning, management, and development.

KEYWORDS: Career planning, Career Management, Career Development, Management, Profile Factors, Academic Factors.

INTRODUCTION

Change has always existed, but it appears that the rate of change is increasing. Businesses, non-profit organizations, and public and private organizations all face fast change in many areas, including the economy, technology, and society as a whole. This has far-reaching ramifications for workplace human resource management, particularly in terms of operations planning and management. Work is more than simply a job; it is a lifetime undertaking that involves the integration of behavior, attitudes, and emotions into a growth process guided by human activity and health objectives and monitored by the organizations in which people work (Baruch, Y. (2004).

Career management can be seen as a lifelong self-monitoring process of planning, selecting, and designing strategies to achieve goals. It is a process in which a person recognizes his or her interests, strengths, weaknesses, and desires; collects information and builds professional goals; develops an app to achieve those goals, and monitors progress on those strategies over time. If he does not make an effort to achieve his goals, he will probably end up helping somebody else achieve their goals. Work management is a well-planned process. It is an effective and systematic process. One can't just sit back and wait for his job to take care of itself. It requires concentration and effort.

One has to consider their interests, hobbies, strengths, desires, and goals and determine the ultimate goal that one wants to achieve. Once a person has identified all of his or her goals, he or she should break them down into smaller, achievable goals. These goals should be achieved through daily actions, and progress needs to be tracked from time to time. A useful way to make career goals more mnemonic is to use SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) Goals.

a. Career Planning (CP)

Individual career planning is a continuous, iterative process that entails learning about oneself and one's objectives, as well as learning about educational and labor market possibilities and barriers to one's predicted fit in the workplace. In an ideal world, it entails making well-informed decisions regarding one's career and life path (Hall, D. T. & Associates, 1986).

b. Career Management (CM)

Personal competencies and organizational influences and structures that allow and motivate individuals to acquire the necessary skills, knowledge, and attitudes to fulfill their professional and personal objectives while also meeting the expectations of their work environment are referred to as career management. It is a continuous process of revising, executing, and monitoring the individual's and his or her workplace's goals and actions (Leibowitz, Z. B., Farren, C., & Kaye, B. L. 1986). Career management strategies are divided into two categories (Sturges, J., et al. 2002). The first focuses on abilities and techniques that help an individual advance inside their current business, such as in-house training and cultivating relationships with prominent individuals. The second focuses on general-purpose skills and methods, such as gaining higher-level degrees and networking through trade and professional organizations. The individual's preferred method is determined by the type and degree of career management and development help provided by the business (DeVos, A., Buyens, D., and Schalk, R. 2003) as well as

other complicated aspects such as commitment to and happiness with the organization.

c. Career Development (CD)

There are three stages to career development. To begin with, schools give essential skills and information that equip students to enter the workforce. Second, young individuals are socialized to the workplace culture and demands. Third, employees are trained and developed to meet the needs of their employers (Herr, E. L., Cramer, S. H., and Niles, S. G. 2004).

Competency-based development approaches are becoming more popular for adopting strategies and practices that help organizations accomplish their objectives. Employees that are adaptable, self-managing, and embrace diversity are required by today's organizations and accordingly may design selection and development processes to produce a workforce that reflects these traits.

Conclusion

Career management can be seen as a lifelong self-monitoring process of planning, selecting, and designing strategies to achieve goals. Work is more than simply a job; it is a lifetime undertaking that involves the integration of behavior, attitudes, and emotions into a growth process. Career management is a continuous process of revising, executing, and monitoring the individual's and his or her workplace's goals and actions. There are three stages to career development: schools, employers, and employees. Competency-based approaches are becoming more popular for adopting strategies and practices that help organizations accomplish objectives.

REVIEW OF LITERATURE CAREER DEVELOPMENT

The review of literature on career development is presented as follows: Bhawna Mishra and Vivek Sachan (2012) stated in their paper that their research is an attempt to discover the various aspects of project management and its impact. This work has found that job management has benefits that include continuing staff development in the skills required by their organization to be successful and increasing employee engagement which is the main founder of production, maintenance, and operation. A job map and job challenges are also described in this paper. This paper also attempts to determine that job management is a proposal for the value of the organization and the employee.

Hui-Chin Chu, Mei-Chi Hsieh, and Shan-Chih Chang (2007) disclosed from their research study that the study's goal was to investigate the relationship between adult students' professional advancement, motivation to learn, and learning satisfaction while enrolled in master's programs at S university. The disseminated questionnaire has 211 active responses (71 percent). Students' motivation to study and satisfaction were both impacted by a number of factors, according to the research. Furthermore, professional development has been proven to increase learning incentives and satisfaction, as well as a relationship between improved learning and contentment.

Annelies E. M. van Vianen, Irene E. De Pater, and Paul T. Y. Preenen (2009) expressed that today's youth are expected to make the best decisions possible when it comes to education, employment, and career opportunities. The importance of youth employment decisions is emphasized in the literature, but it is also

acknowledged that the difficulty of making these decisions. The authors suggest that career counselors can help clients create a positive image of themselves and their environment by supporting their accurate analysis of professional knowledge and thereby reducing professional anxiety and non-retrospective concerns.

Jos A, Veerle B, Marthe H, and Roland W. B. (2012) observed in their research that a new and promising area of exploration has as of late arisen in the field of career improvement. This article gives a structure of professional skills that incorporates a few viewpoints from the writing. Six vocation skills are recognized: reflection on inspiration, reflection on characteristics, organizing, self-profiling, work investigation, and profession control.

Steven D. Brown and Robert W. Lent (Editors) (2013) said that according to professional experts, a new age in career growth has begun. A flexible, just-in-time workforce has replaced the previous contract between worker and employer. Identifying employment possibilities that are suitable for one's work personality is still beneficial.

Fadel Shaito (2019) stated that the purpose of this inquiry is to present a quick outline of professional advancement because many businesses and employees find it tough to create a successful career advancement procedure. This inquiry includes a wide spectrum of career progression definitions, components, relationships, and systems. It also covers the executive model's mission, concluding with recommendations for associations and employees and a conclusion.

Sunil Maheshwari and T.N. Krishnan (2004) stated that this empirical research attempts to comprehend the key components of individual and organizational career practices that influence an employee's career effectiveness. Hall (2002) defines career effectiveness as having both long-term orientations such as identity and flexibility as well as short-term orientations such as performance and attitudes.

Mina B, Shabaan M S, and Nsubuga H (2021) disclosed in their research that career management has an impact on 42 percent of employees' performance. This shows that when an organization's career management skills increase, so does employee performance. According to the study, human resource policies should be strengthened further in order to improve performance and raise output.

Maria Rønn (2010) found in her research that the documented implications on critical work-related outcomes such as organizational commitment, and career management have gotten a lot of study attention. Despite prior research that has effectively studied the link between career management and organizational commitment, little emphasis has been paid to the likely influence those individual variations may have in this respect. Individuals who were more devoted were found to be more likely to engage in internal career management and less likely to engage in career management actions aimed at leaving the organization.

Bola Adekola (2011) disclosed in his research paper that in a sample of 505 Nigerian bank workers, the variables of career planning and management, as well as career growth, and, in turn, work satisfaction and career commitment, were shown to be substantially associated. The research goes through the implications of these findings for professional advancement.

Creed, P.A., and Hood, M. (2009) revealed that the primary segment of the part characterizes and contextualizes the idea of a career or profession. It is believed that both the individual and the organization are engaged with and benefit from these career advancement processes. From a hierarchical outlook, this part centers around professional improvement, arranging, and the board.

In this chapter, Mulhall, S. (2014) takes a gander at the subject of careers and expert turns of events, which are extremely significant in Ireland. Given moving socioeconomics and an administration-driven center around human resources improvement and an information-based economy, a plan that stresses new business decisions and sorts are important. This part sees government estimates that have brought the idea of the profession into closer concentration to analyze these difficulties. The part then, at that point, goes over the many, and frequently inconsistent, definitions and conceptualizations of professions. The section next takes a gander at hierarchical help and work, spreading out the observational discoveries and concluding with the examinations' significant ramifications for future exploration and practice.

Anna-Katariina Parkkasaari (2018) observed that the purpose of this study is to help the company execute talent development coherently. The research focuses on finding out employees' career expectations and providing models and practices that help the company create a clearer career development process. The data is first collected by an online questionnaire to form an understanding of the individual's career expectations. To implement effective career development efforts, the needs of an individual and the interests of the organization need to be convergent. The development process of an individual does not only depend on learning new skills but also on trying to develop them while performing concrete tasks.

Jaroslav Stanisław Kardas (2012) opined that the first is the value of company-paid employee-led training, while the second is the value of unique career paths. The quality of training, as well as the higher credentials obtained from training,

correspond to greater work performance, which should have an influence on the employee's career path. Of course, not every employee applies the skills acquired during training in the same manner. This should include the organization's expectations and capabilities, as well as the potential employee's other skills and career aspirations.

Christine S K, Clifford M, and Caroline I (2021) stated that the study's goal was to see how much skills development, administrative assistance, and operational feedback were used at Murang'a Water and Sanitation Company Limited (MUWASCO), as well as their influence on employee performance. The survey found that 84.25 percent of respondents felt that safety management has an impact on employee performance. The use of training needs analysis to identify the adaption of training programs for effective results has been suggested by research.

Ikechukwu D and Paschal. A J N (2017) stated that their study focused on the implications of career advancement for non-academic employees at the Michael Okpara University of Agriculture and Technology in Abia Province, Nigeria. At a normal 95 percent, confidence level and a 5% error tolerance, the Taro Yamane method was used to calculate the sample size for the study (346). The respondent performed the sample using simple random sampling procedures. The Statistics Package for Social Science (SPSS) version 20 was used to analyze objectives using the Pearson Product Moment Correlation analysis. Key findings indicate that there is a positive and significant relationship between professional development and non-academic employees' performance.

Benard Korankye (2020) revealed from the study that employers are always looking for personnel who are qualified for the job, can adapt to changing business trends, and contribute to the organization to the best of their ability. A questionnaire was randomly given to 460 workers of SMEs in Accra Metropolis via an internet survey, and 400 of them answered the questionnaire. It was shown that among employees in SMEs in Accra Metropolis, pyramidal career management (career planning, development, and opportunities) has an impact on representative Career Satisfaction and Work Engagement. Further, work engagement mediates the links between the independent factors and the dependent variable.

Mackay, S. et al (2016) observed that Career Management Skills (CMS) development is one of the key areas where the National Service is monitored and funded. There is, at present, little evidence to support the full effectiveness of the CMS frameworks, but they do have the advantage of setting out what needs to be learned. The review identified an international body of work in the development and implementation of response capabilities in CMS. It suggested that no single intervention or intervention group appeared to be more effective in expanding CMS.

Natalie R. Kosine and Morgan V. Lewis (2008) disclosed that the Super Theory of Career Development states that the stages of development of life and growth are linked to the process of obtaining information on how a person's interests and skills relate to the needs of the job. Almost all high school students are in the process of evaluating their career advancement. This article looks at the effects of this section on the choices made by high school students in the field of study. Evidence related to the theory and effectiveness of interventions designed to help career development is reviewed.

Chetana N and A. K. Das AKM (2017) found that organizational development has been identified as a challenging and unpredictable task considering the expectations of each job and organizational development. An effective job development process is achieved with the appropriate comfort or employee organization and organizational performance management. It included three components, namely, project planning, project management, and task development collected from 57 respondents. Random samples were used to collect data from three. The SPSS 20 pack was used for data analysis. The analysis highlights the foregoing, that is, job planning and job management have a positive and important impact on job development.

Silvia Bagdadli and Martina Gianecchini (2018) said that theorizing the link between organizational investments in career development and individual achievement is still in its early stages, and empirical examinations of the association, which have been conducted across numerous disciplines, have shown mixed findings. The researchers found three theoretical processes - developmental, informational, and relational - and two sets of contingency variables that explain this link using a thorough evaluation of empirical data on career management strategies and objective achievement.

Mengesha W and Zewude S (2021) expressed that the main purpose of this study was to evaluate the impact of job management processes on job satisfaction for public servants in Jimmy City taking job development as a mediator of interventions. A survey questionnaire was used to collect key data from 224 employees of a public entity in Jimmy City and a model statistical model using the Medsem Stata 14 command was used to analyze the mediation analysis. Findings have shown that aspects of job management such as job planning, position planning, and job policy have little effect on employee satisfaction and job development has no mediation effect. The findings of the study contribute to a better understanding of job management processes and job satisfaction for public servants

and provide concrete evidence of a relationship between the two variables in public institutions.

Johannes Stephanus Hartzenberg (2002) stated that in the past, human resource management systems in the South African Department of Public Service did not emphasize the development and implementation of performance management systems or processes. However, after the advent of democracy in 1994, a major program emerged to restructure and reorganize the Public Service. This study was conducted to determine the level of implementation of performance management systems in government departments.

Rini Sarianti and Euis Octerindah (2021) researched at PT Bank Tabungan Negara Kc Padang, this study seeks to assess the impact of organizational performance management, individual performance management, and employee performance. Organizational performance management, individual project management, skills, and staff performance were the main data sources for this study. In the study, 90 people from various positions at PT Bank Tabungan Negara Kc Padang were included in the sample. The retrospective analysis was often used to analyze the data in this study, which was conducted on Windows using SPSS version 16.0. Organizational performance management, individual performance management, and efficiency are all beneficial and have a significant impact on staff performance, according to research.

Summary of Literature Review

Many businesses and employees find it tough to create a successful career advancement procedure. A new age in career growth has begun, according to professional experts. Career counsellors can help clients create a positive image of themselves and their environment. Employers are always looking for personnel who are qualified for the job, can adapt to changing business trends, and contribute to the organization to the best of their ability. Career management has an impact on employees' performance. When an organization's career management skills increase, so does employee performance. But some other researchers found that Job planning, position planning, and job policy have little effect on employee satisfaction. A study was conducted at PT Bank Tabungan Negara Kc Padang in Jimmy City, South Africa. Job development has no mediation effect on job satisfaction for public servants. The use of training needs analysis to identify the adaption of training programs for effective results has been suggested by research. Career Management Skills (CMS) development is one of the key areas that is monitored and funded by the governments and corporate sectors to improve. The most of findings contribute to a better understanding of job management processes and job satisfaction.

RESEARCH QUESTIONS

The following research questions are raised and stated based on the preceding evaluation of the literature:

1. What is career planning?
2. What does it mean to manage one's own career?
3. What is organizational career management?
4. What is career development?
5. What is the distinction between the concepts?
 - Career planning
 - Career management
 - Career development
 - Individual and organizational career management
6. How are management teachers and schools involved in career management processes?

RESEARCH PROBLEM

In the realm of management education, there has been very little research on topics like career planning, career management, and career development. There has never been a study that identified important factors that influence career planning, management, and development, such as management teachers' profile features and academic variables that influence career planning, management, and development.

RESEARCH OBJECTIVES

The following are the research objectives:

- to understand concepts such as career planning, career management, career development, organizational career management, and their interrelationships.
- to assess management teachers' abilities in career planning, management, and development
- to investigate the impact of management teachers' profile factors on career planning, management, and development.
- to make recommendations for their effective career management.

THEORETICAL MODEL

The conceptual model of the research is proposed as follows:

Career planning is at an individual level and career management is both at individual and organizational levels. Career development is a function of career planning and career management. The flow diagram is depicted in Figure 1.

Management teachers' profile factors are gender (male/female), education (PG/Ph.D.), designation (assistant, associate, and professors), college category

(private/public universities/others), number of dependents upon them, the length of teaching experience, industry experience, and place of working. Similarly, academic factors are the number of conference papers presented, number of workshops/FDPs attended, AICTE-sponsored workshops/FDPs organized, number of research papers published in reputed journals (listed in UGC care and Scopus), number of cases developed/discussed/published, number of minor/major research projects grants sanctioned by AICTE/ICSSR/UGC/others, and CSR and outreach activities organized.

The profile factors, as well as academic aspects, influence a management educator's career planning, management, and development. As a result, the viability of career advancement in a management school is formed by the competent professional arranging of educators and the successful career initiatives, which thus work on the presentation of the board of instructors. The model assists in determining the deciding variables for the advancement of career planning, execution, and development so that one may perform effectively for the institution.

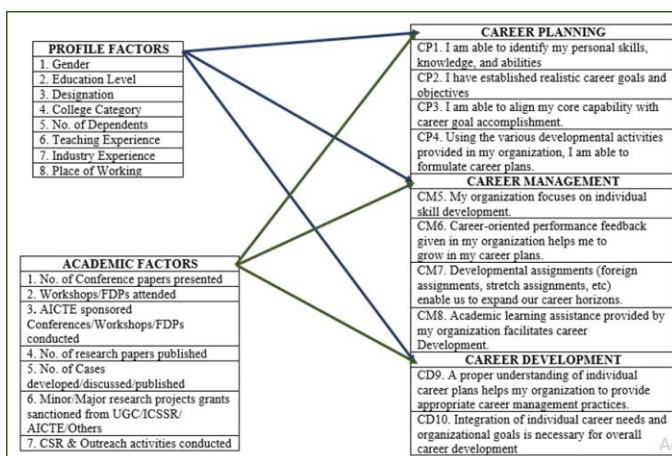


Figure 1. Conceptual Model of the proposed research

Source: The author

RESEARCH METHODOLOGY

The framework for the research is described as follows:

1) Questionnaire

The required questionnaire is made based on the objectives of the research. The first part of the questionnaire is covered with the demographic profile including gender, education, level, teaching and industry experience, Region (rural/urban), number of conference papers presented, workshops/Faculty Development Programs (FDPs) attended, All India Council for Technical Education (AICTE) workshops/FDPs organized, Number of research papers published, number of case studies developed, discussed and published, minor/major research projects grants sanctioned, and Corporate Social Responsibility (CSR) and Outreach activities organized. The second part of the questionnaire includes 5-point Likert scaled statements with respect to career planning, career management, and career development. The questionnaire is framed in the Google Form and the link (<https://forms.gle/15LV3UxqSvs9qmk28>) is sent to different faculty members by mail, WhatsApp, and even phone messages and reminded them by phone calls to fill out the form and submit it.

2) Sample size and sampling tool

A simple random sampling tool is used for the collection of data. The sample size is as follows:

The responses from 117 faculty of management from different parts of the country from 4th June 2022 to 8th June 2022 are received, hence the sample size is 117. Here we applied a simple random tool of sampling. All the responses are from google form.

3) Reliability of the scale used

Cronbach's alpha is used to determine the scale's reliability in this study's questionnaire. The calculations using Statistical Package for Social Sciences (SPSS) software are shown in Tables 1 and 2. A total of 10 assertions are included in the research. Career Planning (CP) is assessed using statements CP1 through CP4, Career Management (CM) is assessed using statements CM5 through CM8, and Career Development (CD) is assessed using statements CD9 and CD10.

Table 1. Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.901	0.900	10

Source: Computed by the author

According to Table 1, standardized Cronbach Alpha for all the 12 statements is found to be 0.9 which is greater than 0.7, hence the instrument used for the study is reliable. Similarly, Cronbach Alpha is computed if an item (statement) is deleted and presented in Table 2.

S. No.	Table 2. Statements – Likert's 5-point Scale	Cronbach's Alpha if Item Deleted
CP1	I am able to identify my personal skills, knowledge, and abilities.	0.906*
CP2	I have established realistic career goals and objectives.	0.895
CP3	I am able to align my core capability with career goal accomplishment.	0.892
CP4	Using the various developmental activities provided in my organization, I am able to formulate career plans.	0.890
CM5	My organization focuses on individual skill development	0.891
CM6	Career-oriented performance feedback given in my organization helps me to grow in my career plans.	0.882
CM7	Developmental assignments (foreign assignments, stretch assignments, etc.) enable us to expand our career horizons.	0.887
CM8	Academic learning assistance provided by my organization facilitates career development.	0.880
CD9	A proper understanding of individual career plans helps my organization to provide appropriate career management practices.	0.886
CD10	Integration of individual career needs and organizational goals is necessary for overall career development.	0.894

Source: Computed by the author

Table 2 shows that by removing item 1 (I am able to identify my personal skills, knowledge, and abilities), the overall Cronbach alpha will be 0.906, which is higher than 0.9. (Table 1). However, because 0.9 exceeds the minimum threshold of 0.7, the item is maintained and continues. The relevant Cronbach alpha coefficients in the remaining statements (CP2, CP3, CP4, CM5, CM6, CM7, CM8, CD9, and CD10) are smaller than 0.9, meaning that the statements do not need to be eliminated to keep the Cronbach alpha coefficient at 0.9.

4) Statistical tools used

Descriptive statistics like mean, standard deviation, and coefficient of variation (%) are used to measure career planning, career management, and career development. To test hypotheses, Analysis of Variance (ANOVA) one-way is used to check the impact of profile factors and academic factors on the mean score of career planning, management, and development. Further, percentages are computed for all the one-variate frequency tables. To do all these computations, SPSS software is used except for the computation of the coefficient of variation, which is calculated by the use of the following formula:

$$\text{Co-efficient of Variation} = (\text{Standard Deviation} * 100) / \text{Mean}$$

5) Research hypotheses

The following are the alternate hypotheses framed for the research:

- Career planning elements (CP1 to CP4) are significantly correlated with each other.
- Career management elements (CM 5 to CM8) are significantly correlated with each other.
- Career development elements (CD 9 and CD10) are significantly correlated with each other.
- Profile factors of the teachers of management do have a significant impact on the mean score of the elements of career planning, management, and development.
- Academic factors of management professors do have a significant impact on the mean score of the elements of career planning, management, and development.

6) Assumptions

The research assumes that the hypotheses will be tested at a 5% level of significance in most of the cases and in some others, one percent level of significance is used.

RESEARCH RESULTS

The research results are presented as follows:

A) Profile of the sample of management teachers

Table 3 shows the gender, education level, designation, type of institution with which they work, number of dependents, teaching experience level, industrial experience, and location of employment (urban or rural) of the sample management teachers.

62.4 percent of the management teachers who replied are men, while 37.6 percent are women. 58.1 percent of the management teachers in the sample have a Ph.D., while the remaining 41.9 percent have a master's degree. Assistant professors account for 65.8% of the sample, with associate professors (19.7%) and professors accounting for the remaining (14.5 percent). Private universities account for 41.9% of respondents, state universities for 20.5 percent, and affiliated colleges and PGDBM course-delivering institutions for 37.6%. 17.9% of the sample teachers have less than five years of experience, 23.1 percent have five to ten years of experience, 40.2 percent have ten to twenty years of experience, and 18.8 percent have more than twenty years of experience. Teachers with industrial experience account for 23.1 percent of the total, while the remaining 76.9% have none. 65.8% of the management teachers in the sample are from urban institutions, while 34.2 percent are from rural institutions. 47 percent of instructors had 0 to 2 dependent family members, followed by 3 to 4 dependents (41.9 percent), and more than 4 dependents (11.1 percent)

Table 3. Profile of management teachers			
S. No.	Profile Factors	Frequency	Percentage
1	Gender		
	Male	73	62.4
	Female	44	37.6
	Total	117	100
2	Education		
	PG	49	41.9
	PhD	68	58.1
	Total	117	100
3	Designation		
	Assistant Professor	77	65.8
	Associate Professor	23	19.7
	Professor	17	14.5
	Total	117	100
4	College Category		
	Private University	49	41.9
	Public University	24	20.5
	Others	44	37.6
	Total	117	100
5	Number of Dependents		
	0 to 2	55	47.0
	3 to 4	49	41.9
	More than 4	13	11.1
	Total	117	100
6	Total Teaching Experience		
	Less than 5 years	21	17.9
	5 to 10 years	27	23.1
	10 to 20 years	47	40.2
	More than 20 years	22	18.8
	Total	117	100
7	Have Industry Exp (Senior level not less than 10 years)		
	Yes	27	23.1
	No	90	76.9
	Total	117	100
8	Place of working		
	Rural	40	34.2
	Urban	77	65.8
	Total	117	100

Source: Computed by the author

B) Academic Performance of management teachers

The academic performance of the sample teachers (besides classroom sessions) in terms of the number of conference papers presented, number of workshops/FDPs attended, AICTE-sponsored conferences/workshops/FDPs organized, number of research papers published, including peer-reviewed, University Grants Commission (UGC) Care list and Scopus listed, number of cases developed/discussed and published, number of minor/major research projects grants sanctioned by UGC/ICSSR (Indian Council of Social Science Research)/AICTE/others, and CSR and outreach activities conducted are presented in Table 4

Table 4. Performance of Management Teachers			
S. No.	Measures	Frequency	Percentage
1	No. of Conference papers presented (National + International)		
	Nil	22	18.8
	Less than or equal to 5	29	24.8
	More than 5	66	56.4
	Total	117	100
2	Workshops/FDPs attended		
	Nil	12	10.3
	Less than or equal to 5	34	29.1
	More than 5	71	60.7
	Total	117	100
3	AICTE sponsored Conferences/Workshops/FDPs conducted		
	Nil	49	41.9
	Less than or equal to 5	50	42.7
	More than 5	18	15.4
	Total	117	100
4	No. of research papers published (Peer-reviewed/UGC Care/Scopus etc)		
	Nil	35	29.9
	Less than or equal to 5	33	28.2
	More than 5	49	41.9
	Total	117	100
5	No. of Cases developed/discussed/published		
	Nil	73	62.4
	Less than or equal to 5	33	28.2
	More than 5	11	9.4
	Total	117	100
6	Minor/Major research projects grants sanctioned from UGC/ICSSR AICTE/Others		
	Nil	92	78.7
	Less than or equal to 5	21	17.9
	More than 5	4	3.4
	Total	117	100
7	CSR and Outreach activities conducted		
	Yes	61	52.1
	No	56	47.9
	Total	117	100

Source: Computed by the author

There are seven measures identified to assess the academic performance of management teachers besides classroom sessions. 56.4% of teachers have more than 5 conference papers to their name, followed by 24.8% who have less than or equal to 5 papers and 18.8% who have none. 60.7% of the respondents claim that they attended more than 5 workshops/FDPs, followed by 29.1% who claim that they attended but less than 5, and 10.3% of the sample teachers who have yet to attend. 41.9% of the respondents are yet to plan and conduct AICTE-sponsored conferences/workshops/FDPs. 42.7% of respondents claim to have completed less than or equal to five such activities, while 15.4% claim to have completed more than five such activities. In terms of the number of research papers published (Peer-reviewed/UGC Care/Scopus, etc.), 29.9% of the sample teachers claim to have none, 28.2% claim to have published less than or equal to five research papers, and the majority (41.9%) claim to have published more than 5 research papers in reputable journals. 62.4 percent of the management teachers in the sample had not yet planned to create a case study to discuss and publish in a journal. However, 28.2 percent of management teachers claim to have generated, discussed, and published five or fewer case studies, while 9.4 percent say they have written, discussed, and published more than five case studies. 78.7% of management professors in the survey had not yet planned to submit minor or large research project proposals for AICTE/UGC/ICSSR funds to do research consultancy work. However, 17.9% and 3.4 percent of the sample academics claim to have completed five or fewer and more than five such funded research projects, respectively. 52.1% of the responding teachers claimed to have conducted CSR and outreach activities for the benefit of the students, and the remaining 47.9% are yet to plan such activities in their management schools.

C) Career Planning – Mean Scores

Career planning is depicted in Table 4. Four statements were identified to measure the success of career planning. Apart from the total scores and the number of responses, the mean scores of each statement with ranks (based on the highest mean score).

S. No	Statements 1 to 4	N	Sum of Scores	Mean Score	Rank
CP1	I am able to identify my personal skills, knowledge, and abilities.	117	514	4.39	1
CP2	I have established realistic career goals and objectives.	117	505	4.32	2
CP3	I am able to align my core capability with career goal accomplishment.	117	495	4.23	4
CP4	Using the various developmental activities provided in my organization, I am able to formulate career plans.	117	499	4.26	3
Total		468	2013	4.30	

Source: Computed by the author

All the statements have got more than four, implying that the teachers of management are effective in planning their careers. Identifying their own personal skills, knowledge, and abilities stood in the first position and were followed by setting realistic career goals, being involved in developing activities and formulating career plans, and the ability to align their core competency with career goal attainment.

D) Career Planning – Test of Correlation

Table 5 shows how the career planning of teachers is investigated using Karl Pearson's bivariate coefficient of correlation to assess how their efforts are associated. A test of correlation (2-tailed) was also performed by the use of SPSS software.

	CP1	CP2	CP3	CP4
CP1				
CP2	0.508*			
CP3	0.573*	0.712*		
CP4	0.459*	0.618*	0.749*	

** Correlation is significant at the 0.01 level (2-tailed); Source: Computed by the author

Although the coefficient of correlation between the pairs of career planning variables ranges from 0.459 to 0.749, all are found to be significant, showing that all efforts are meticulously planned and executed. The correlation test supports the high mean scores, demonstrating the propensity to "strongly agree."

E) Career Management – Mean Score

Table 6 shows the career management process. To assess the performance of career management, four statements (statements CM5 to CM8) were chosen. The mean scores of each statement with rankings (based on the highest mean score) in addition to the total scores and the number of replies.

S. No.	Statements 5 to 8	N	Sum	Mean	Rank
CP5	My organization focuses on individual skill development	117	436	3.73	4
CP6	Career-oriented performance feedback given in my organization helps me to grow in my career plans.	117	452	3.86	2
CP7	Developmental assignments (foreign assignments, stretch assignments, etc.) enable us to expand our career horizons.	117	463	3.96	1
CP8	Academic learning assistance provided by my organization facilitates career development.	117	450	3.85	3
Total		468	1801	3.85	

Source: Computed by the author

All of the assertions have a score of three or above, showing that the management teachers and their employers are skilled at managing their careers. Employers place a premium on employee career and development, as well as performance-based feedback, tasks to broaden their professional horizons, and academic learning aid for career advancement.

F) Career Management – Test of Correlation

Table 7 demonstrates how teachers' career management is explored using Karl Pearson's bivariate coefficient of correlation to determine how their efforts are interrelated. SPSS software was also used to conduct a two-tailed correlation test.

	CM5	CM6	CM7	CM8
CM5				
CM6	0.824*			
CM7	0.551*	0.632*		
CM8	0.780*	0.857*	0.679*	

** Correlation is significant at the 0.01 level (2-tailed); Source: Computed by the author

Despite the fact that the coefficients of correlation between the pairs of career management variables range from 0.551 to 0.857, they are all significant, indicating that all efforts are methodically controlled. The correlation test backs up the high mean scores, indicating that they are more likely to "strongly agree" about their career management.

G) Career Development – Mean Scores

Table 8 shows the career management process. To assess the performance of career development, two statements (statements CD9 and CD10) were chosen. The mean scores of each statement with rankings (based on the highest mean score) in addition to the total scores and the number of replies.

S. No.	Statements CD9 and CD10	N	Sum	Mean	Rank
CD9	A proper understanding of individual career plans helps my organization to provide appropriate career management practices.	117	471	4.03	2
CD10	Integration of individual career needs and organizational goals is necessary for overall career development.	117	517	4.42	1
Total		234	988	4.22	

Source: Computed by the author

Both statements have a four-star rating, showing that management teachers and their companies place a high priority on professional development. If an employee knows their particular career demands and how to align them to corporate goals, the organization may provide an appropriate career.

H) Career Development – Test of Correlation

Table 9 shows how Karl Pearson's bivariate coefficient of correlation is used to investigate teachers' career growth and discover how their efforts are correlated. A two-tailed correlation test was also performed using SPSS software.

	CD9	CD10
CD9		
CD10	0.617**	

**Correlation is significant at the 0.01 level (2-tailed)
Source: Computed by the author

Despite the fact that the coefficient of correlation between the pairs of career development variables is 0.617, it is significant, indicating that all efforts are methodically controlled. The correlation test backs up the high mean scores, indicating that they are more likely to "strongly agree" about their career management.

I) CP, CM, and CD – Test of Correlation

Table 10 demonstrates how Karl Pearson's bivariate coefficient of correlation is applied to study teachers' entire career planning, management, and growth and determine how their efforts are associated. SPSS software was used to conduct a two-tailed correlation test.

Excluding the two pairs, CM5 & CP1 and CM6 & CP1, all other combinations are considerably correlated, showing that all components (except the two pinked pairs) are statistically and significantly associated. In other words, management professors effectively plan, manage, and advance their careers.

Table 10. Correlations – CP, CM, and CD within the 10 variables										
	CP1	CP2	CP3	CP4	CM5	CM6	CM7	CM8	CD9	CD10
CP1										
CP2	0.508**									
CP3	0.573**	0.712**								
CP4	0.459**	0.618**	0.749**							
CM5	0.084	0.234*	0.313**	0.415**						
CM6	0.147	0.327**	0.409**	0.506**	0.824**					
CM7	0.251**	0.369**	0.429**	0.476**	0.551**	0.632**				
CM8	0.204*	0.349**	0.407**	0.471**	0.780**	0.857**	0.679**			
CD9	0.243**	0.449**	0.358**	0.379**	0.590**	0.669**	0.616**	0.701**		
CD10	0.257**	0.432**	0.372**	0.440**	0.395**	0.454**	0.501**	0.496**	0.617**	

** Correlation is significant at the 0.01 level (2-tailed); * Correlation is significant at the 0.05 level (2-tailed); Source: computed by the author by the use of SPSS

J) Profile Factors - Career Planning, Management, and Development

This section examines how career planning, management, and development differ from the profile variables of management teachers in the sample.

Table 11 displays the p-values obtained after using ANOVA (one-way) to determine whether there is a significant difference in career planning, career management, and career growth between or among:

1. Male and female professors;
2. Professors having postgraduate and doctoral degrees;
3. Professors with 0-2, 3-4 or more dependents
4. The different degrees of designation (Assistant, Associate, and Professor);
5. Private, public, and other sorts of college professors;
6. Professors with varying degrees of teaching experience (Less than 5, 5-10, 10-20, and more than 20 years);

Professors with and without industrial experience, as well as Professors working in urban and rural environments

Table 11. CP, CM, and CD Vs. Profile of Management Teachers (p-values; N=117)										
	CP1	CP2	CP3	CP4	CM5	CM6	CM7	CM8	CD9	CD10
Male	0.638	0.800	0.534	0.547	0.061	0.213	0.539	0.159		
Female	0.371	0.334	0.258	0.128	0.659	0.201	0.102	0.086		
Postgraduate	0.313	0.638	0.06	0.264	0.072	0.35	0.254	0.016*		
Doctoral	0.394	0.85	0.426	0.633	0.06	0.217	0.045*	0.003*		
0-2	0.232	0.953	0.929	0.81	0.895	0.094	0.033*	0.014*		
3-4	0.084	0.725	0.972	0.876	0.734	0.184	0.034*	0.005*		
5-10	0.101	0.425	0.72	0.026*	0.18	0.017*	0.019*	0.003*		
10-20	0.116	0.587	0.856	0.582	0.689	0.099	0.06	0.014*		
>20	0.05	0.826	0.651	0.506	0.061	0.147	0.376	0.005*		
Total	0.351	0.131	0.043*	0.87	0.06	0.123	0.692	0.003*		

*p-values are less than 0.05, hence significant
Source: Computed by the author by the use of SPSS software

The findings are stated as follows:

- Career planning, career management, and career development do not differ between male and female professors as p-values for all are greater than 0.05.
- Career planning, career management, and career development do not differ between Pg and Ph.D. qualified teachers as p-values for all are greater than 0.05.
- Career planning, career management, and career development do not differ among the management teachers with varied numbers of dependents as p-values for all are greater than 0.05, except for statement number 10. This calls for further investigation to compare means of teachers with different numbers of dependents which are presented in Table 12.

Table 12. Dependents- Descriptive Statistics				
CD 10. Integration of individual career needs and organizational goals is necessary for overall career development.				
No. of Dependents	Mean	N	Std. Deviation	Coefficient of Variation (%)
0-2	4.42	55	0.854	19.32
3-4	4.57	49	0.816	17.86
>4	3.85	13	1.405	36.49
Total	4.42	117	0.931	

Source: Computed by the author

It is discovered that management teachers with more than four dependents had a lower mean score for the statement (CD10) and a higher standard deviation, resulting in the highest coefficient of variation of 36.49 percent, indicating a lack of understanding of the importance of integrating individual career needs and organizational goals for overall career advancement. As a result, academics with a larger number of dependents are less likely to align their professional requirements with organizational goals for overall career advancement.

- Except for assertion number CM7, p-values for career planning, career management, and career development do not differ among management teachers with various designations since all have p-values larger than 0.05. This (assertion CM7) necessitates more research to compare the means of teachers with various designation levels, as shown in Table 13.

Table B. Designation Descriptive Statistics				
CM7. Developmental assignments (foreign assignments, stretch assignments, etc.) enable us to expand our career horizons.				
Designation	Mean	N	Std. Deviation	Coefficient of Variation (%)
Assistant Professor	3.83	77	1.163	30.37
Associate Professor	3.87	23	1.254	32.40
Professor	4.65	17	0.606	13.03
Total	3.96	117	1.148	28.99

Source: Computed by the author

Management teachers with a higher cadre (Professor) had a higher mean score for the statement (CM7) and a lower standard deviation, resulting in the lowest coefficient of variation of 13.03 percent, indicating that developmental assignments (such as foreign assignments, stretch assignments, and so on) allow them to broaden their career horizons. As a result, academics with a better rank or more experience are more likely to look for foreign positions or stretch assignments to expand their professional horizons.

- Career planning, career management, and career development do not differ significantly among the management teachers working in private and public universities and other category colleges.
- Except for statement number CM7, p-values for career planning, management, and development do not differ among management teachers of varying degrees of expertise since all had p-values more than 0.05. This (assertion CM7) demands more study to compare the means of teachers with varying degrees of experience, as indicated in Table 14.

Table 4. Teaching Experience Descriptive Statistics				
CM7. Developmental assignments (foreign assignments, stretch assignments, etc.) enable us to expand our career horizons.				
Total Teaching Experience	Mean	N	Std. Deviation	Coefficient of Variation (%)
<5 years	4.19	21	1.030	24.58
5-10 years	3.67	27	1.330	36.23
10-20 years	3.74	47	1.113	29.75
>20 years	4.55	22	0.858	18.85
Total	3.96	117	1.148	28.99

Source: Computed by the author

The statement (CM7) had a higher mean score and a lower standard deviation for management teachers with more than 20 years of experience, resulting in the lowest coefficient of variation of 18.85 percent, indicating that developmental assignments (such as foreign assignments, stretch assignments, and so on) allow them to broaden their career horizons. As a result, more experienced academics are more likely to seek out foreign opportunities or stretch projects to expand their professional horizons.

- Career planning, career management, and career development do differ significantly between the teachers of management with industry experience and without industry experience for the statements bearing numbers CP4, CM5, CM6, and CM7. For the rest of the statements, there is no substantial difference in mean scores between them. Table 15 demonstrates the descriptive statistics for the above-stated assertions.

Table 15. Industry Experience – Descriptive Statistics					
Have Industry experience? (Senior Level not less than 10 years)	CP 4. Using the various developmental activities provided in my organization, I am able to formulate career plans.	CP 5. My organization focuses on individual skill development	CP 6. Career-oriented performance feedback given in my organization helps me to grow in my career plans.	CP 7. Developmental assignments (foreign assignments, stretch assignments, etc.) enable us to expand our career horizons.	
Yes	Mean	4.59	4.19	4.30	4.41
	N	27	27	27	27
	Std. Deviation	0.694	0.962	0.912	0.747
	Coefficient of Variation %	15.12	22.96	21.21	16.94
No	Mean	4.17	3.59	3.73	3.82
	N	90	90	90	90
	Std. Deviation	1.019	1.332	1.270	1.214
	Coefficient of Variation %	24.44	37.10	34.05	31.78
Total	Mean	4.26	3.73	3.86	3.96
	N	117	117	117	117
	Std. Deviation	0.968	1.277	1.217	1.148
	Coefficient of Variation %	22.72	34.24	31.52	28.99

Source: Computed by the author

According to the descriptive measures shown in Table 14, management teachers with industry experience (not less than 10 years at the senior level) had higher mean scores for all of the statements and a lower coefficient of variation than management teachers without industry experience, implying that management teachers with industry experience claimed to do well in regard to statements CP4, CM5, CM6, and CM7. In other words, industry-experienced teachers can establish career objectives by utilizing developmental programs offered by their universities and institutions. They believe that individual skill development is a priority for their institutions. They believe that career-oriented performance comments will assist them in advancing their professional goals. They feel that assignments (international assignments, stretch assignments, and so on) provide them the opportunity to broaden their professional horizons.

- For the statements holding the numbers CP3, CP4, CM5, CM6, CM7, CM8, and CD9, the professors of management from urban and rural areas differ considerably in terms of career planning, career management, and career development. However, there is no significant difference in mean scores for the remaining assertions (CP1, CP2, and CD10). The descriptive statistics for the above-mentioned statements are shown in Table 16

		CP3	CP4	CM5	CM6	CM7	CM8	CD9
Urban	Mean	4.38	4.45	3.94	4.09	4.18	4.06	4.16
	N	77	77	77	77	77	77	77
	Std. Deviation	0.844	0.82	1.174	1.102	1.085	1.128	1.001
	Coefficient of variation (%)	19.27	18.43	29.80	26.94	25.96	27.78	24.06
Rural	Mean	3.95	3.9	3.32	3.43	3.53	3.43	3.78
	N	40	40	40	40	40	40	40
	Std. Deviation	0.986	1.128	1.385	1.318	1.154	1.196	1.143
	Coefficient of variation (%)	24.96	28.92	41.72	38.43	32.69	34.87	30.24
Total	Mean	4.23	4.26	3.73	3.86	3.96	3.85	4.03
	N	117	117	117	117	117	117	117
	Std. Deviation	0.913	0.968	1.277	1.217	1.148	1.186	1.062
	Coefficient of variation (%)	21.58	22.72	34.24	31.53	28.99	30.81	26.35

Source: Computed by the author

Management educators from urban institutions:

- They are able to match their core competency to the achievement of their professional objectives.
- They are able to design their own career plans by utilizing the many developmental activities offered by the management schools.
- Their universities/institutions place a strong emphasis on the development of individual skills.
- Their colleges provide career-oriented performance feedback, which helps them advance in their professional aspirations.
- They can broaden their career horizons by taking on developmental tasks such as international assignments, stretch assignments, and so on.
- Their organization's academic learning support helps them advance in their careers.
- Colleges can provide better career management practices if they have a better grasp of individual career aspirations.

K) Academics of Management Teachers - Career Planning, Management, and Development

This section examines how career planning, management, and development differ from the academic variables of management teachers in the sample such as:

- conference papers presented (Nil, ≤ 5 , & > 5),
- Workshops/FDPs attended (Nil, ≤ 5 , & > 5),
- AICTE funded Workshops/FDPs held (Nil, ≤ 5 , & > 5),
- No. of research papers published (Nil, ≤ 5 , & > 5),
- No. of cases developed, discussed & published (Nil, ≤ 5 , & > 5),
- Minor/Major research projects grants sanctioned from UGC/ICSSR/AICTE/Others Nil, ≤ 5 , & > 5 , and
- CSR & Outreach activities conducted (Yes/No)

Table 17. CP, CM, and CD Vs Academics of Management Teachers (p-values; N= 117)

	CP1	CP2	CP3	CP4	CM5	CM6	CM7	CM8	CD9	CD10
CP 1	0.918	0.834	0.177	0.438	0.193	0.253	0.005*			
CP 2	0.437	0.677	0.56	0.89	0.902	0.641	0.153			
CP 3	0.265	0.387	0.36	0.333	0.851	0.767	0.232			
CP 4	0.689	0.678	0.203	0.366	0.934	0.253	0.357			
CM 5	0.248	0.186	0.541	0.121	0.327	0.056	0.444			
CM 6	0.216	0.204	0.752	0.112	0.792	0.125	0.688			
CM 7	0.872	0.257	0.404	0.82	0.385	0.011*	0.289			
CM 8	0.244	0.135	0.501	0.236	0.527	0.064	0.474			
CD 9	0.447	0.173	0.602	0.609	0.724	0.254	0.442			
CD 10	0.748	0.986	0.919	0.796	0.154	0.519	0.139			

*p-values are less than 0.05, hence Significant

Source: Computed by the author

The following are the findings, as shown in Table 17:

- The mean scores for career planning, career management, and career development do not differ amongst professors, with conference papers presenting zero, ≤ 5 , and more than five as p-values for all are larger than 0.05, implying that the conference papers have no impact on the degree of career planning, management, and development.
- Because the p-values for all are greater than 0.05, the mean scores for career planning, career management, and career development do not differ among professors who attended zero, ≤ 5 , or more than five workshops/FDPs, implying that attending workshops/FDPs has no effect on the degree of career planning, management, and development.
- The degree or mean score of career planning, career management, and career development with no difference among professors who conducted AICTE-sponsored seminars/FDPs numbered 0, ≤ 5 , and more than 5 because p-values for all are greater than 0.05, implying that AICTE-sponsored workshops/FDPs held had no effect on levels of career planning, management, and development.
- The mean scores for career planning, career management, and career development do not differ among professors, who have published research papers in reputed journals numbering zero, ≤ 5 , and more than five as p-values for all are larger than 0.05, implying that their publications in reputed journals (UGC Care and Scopus listed) have no impact on their career planning, management, and development.
- The mean scores for career planning, management, and career development do not distinguish between professors and whether or not they developed, discussed, and published their cases, as p-values are all greater than 0.05, meaning their developed, discussed, and published cases have no effect on their career planning, management, and development.
- Because all of the p-values are greater than 0.05, the average scores for career planning, management, and development do not differentiate between management teachers and whether or not they have been granted grants for minor or major research projects from UGC/ICSSR/AICTE/Others, implying that their granted minor or major research projects have no effect on their career planning, management, and development, with the exception of statement 7. This needs more investigation to determine the impact. The descriptive statistics for assertion number 7 are presented in Table 18.

CM7. Developmental assignments (foreign assignments, stretch assignments etc.) enable us to expand our career horizons	Mean	N	Std. Deviation	Coefficient of Variation (%)
Minor/Major research projects grants sanctioned from UGC/ICSSR/AICTE/Others				
Nil	3.79	92	1.191	31.42
Less than or equal to 5	4.52	21	0.750	16.59
More than 5	4.75	4	0.500	10.53
Total	3.96	117	1.148	28.99

Source: Computed by the author

The management teachers with more than five minor/major research project funds have the highest mean score for statement 7, indicating that they may broaden their professional horizons through developmental tasks, followed by professors with less than or equivalent to five such project sanctions.

- Except for statement number 1, the average scores for career planning, management, and career development do not differ between management educators and whether they have taken initiatives for CSR and outreach activities conducted (Yes/No), as all p-values are greater than 0.05, indicating that their CSR and outreach activities conducted have no effect on their career planning, management, and development. This necessitates additional examination for assertion number 1. The descriptive statistics for assertion number 7 are presented in Table 19

Table 19. CSR and Outreach activities- Descriptive Statistics

CPI. I am able to identify my personal skills, knowledge, and abilities.				
CSR & Outreach activities Conducted	Mean	N	Std. Deviation	Coefficient of Variation (%)
Yes	4.62	61	0.662	14.32
No	4.14	56	1.103	26.64
Total	4.39	117	0.928	21.14

Management teachers with credit for CSR and outreach activities have a higher score on statement 1, indicating that they are able to identify their own skills, knowledge, and abilities compared to teachers not performing such extra-curricular tasks.

IMPLICATIONS AND SUGGESTIONS

Career management is crucial for both employees and employers to sustain themselves in the competitive business world. Management teachers are required to update constantly to train the student up to the expectations of the corporate world. Bhawna Mishra and Vivek Sachan (2012) observed that career management is a proposal for the value of the organization and the employee. Employee performance improves as an organization's career management capabilities improve (Mina B, Shabaan M S, and Nsubuga H 2021). Career planning elements (statements CP1 to CP4) are significantly correlated to each other. Career management elements (statements CM5 to CM8) are significantly correlated to each other. Career development elements (statements CD9 and CD10) are significantly correlated to each other. Therefore, the high mean scores for the career planning, management, and development are indicating that the management teachers of the sample are effective in planning, managing, and developing their careers. The analysis highlights the foregoing, that is, job planning and job management have a positive and important impact on job development (Chetana N and A. K. Das AKM 2017). Individual and organizational career practices impact an employee's career effectiveness (Sunil Maheshwari and T.N. Krishnan 2004). Furthermore, there is a considerable association between the constituents of CP, CM, and CD, which is evidenced by their consistency. Bola Adekola (2011) also revealed that career planning and management, as well as career advancement, were significantly related.

However, when the mean scores of career planning, management, and development statements (elements) were tested with respect to profile factors, it was found that gender, education level, and college category have no significant impact, implying that male or female professors, PG or Ph.D. qualified professors, and professors who work at private universities or public universities or other category institutions will plan, manage, and similarly develop their career. However, Barbara Orser and Joanne Leck (2010), stress the significance of career preparation (role investment) for women, such as graduate education and international experience, as important qualities for executive-level success. Similarly, Jacqui Larkin and Ruth Neumann (2009) discovered a considerable degree of heterogeneity in the spectrum of organizational career management methods for academic personnel among institutions and states.

Further, it is observed that their career planning, execution, and development are substantially different due to the number of dependents, as more dependents make the teachers distracted and make them fail to recognize the integration of their career needs and institutional goals to accomplish the overall career development. This suggests that people who are trailing in their career management practices will benefit from counselling and mentoring sessions.

The designation as a professor cadre, that is, senior-level teachers, differed from other junior cadres with respect to attaining developmental assignments to make them fit and enable them to expand their career horizons. This means that a senior-level management professor will be able to align developmental activities and overseas assignments with institutional career objectives. Professors in the middle and junior levels may not be as effective in this regard. This implies that these teachers should work under the supervision of senior academics and develop the required skills for their own and the institutions' benefit.

The length of teaching experience also makes a substantial difference. That is, academics with more experience are more skilled and effective in completing developmental activities in order to broaden their professional horizons. As a result, less experienced professors are encouraged to impress senior and accomplished teachers so that they are selected for developmental tasks on a combined basis to understand the complexities and carry them out independently in subsequent stages.

Furthermore, professors with industry experience (at least 10 years at the senior level) are more likely to make effective use of institutions' developmental activities to plan their careers, trust the institutions' career-oriented performance feedback, and trust management schools that focus on individual skill development, and complete developmental work to gain international recognition. This suggests that management schools should adopt a hiring policy that includes a mix of the industrial and academic experience at the senior level so that future instructors and the institution benefit from both kinds of knowledge.

The workplace has a significant impact on career planning, management, and development. Professors at urban-based management schools have an advantage

in terms of their ability to align their core skills with their career objectives; effective use of institutional growth activities to frame their career objectives; a strong belief in individual upskilling; performance-based feedback systems that support their career growth; attaining developmental works to broaden their career horizons; training and skill development for their career upliftment; and comprehension. Hence, rural management institutions should adopt a policy that encourages contact between urban and rural management schools, as well as their staff and students, for the benefit of rural institutions, students, and faculty. In addition, UGC incentives and career advancement scheme (CAS) advantages for academics should be conveyed and shown. Workshops and FDPs for rural academics to assist them in efficiently aligning their career aspirations with institutional career goals.

Similarly, when the mean scores of career planning, management, and development statements (elements) were compared to academic variables, it was discovered that the management instructors' career planning (statements CP1–CP4), management (statements CM5–CM8), and development (statements CD 9 and CD10) were unlikely to be affected:

- whether management teachers presented conference papers at national and international conferences;
- whether management teachers attended workshops/FDPs;
- whether management teachers organized AICTE-funded workshops/FDPs;
- whether research papers published in UGC care/Scopus are listed; and
- whether cases are developed, discussed, and published.

However, management professors who have received funding from UGC/ICSSR/AICTE/others for minor/major research projects have had a substantial influence in achieving developmental activities to enable them to broaden their professional horizons. As a result, it is recommended that institutions encourage their faculty to develop a research bent of mind and apply for grants from the UGC, ICSSR, AICTE, and others to conduct minor and major research projects. This allows faculty to share research-based learning, and students show and develop an interest in undertaking mini-research projects to broaden their learning horizons.

Furthermore, management professors who participated in CSR and outreach activities had a substantial influence and may be attributed to their own skills, knowledge, and competencies. This suggests intensifying CSR and outreach activities in all the management schools on a mandatory basis and the participation of the beneficiaries of such activities are required to give their feedback at the time of university or National Assessment and Accreditation Council (NAAC) or National Board of Accreditation (NBA) or AICTE or any other agency inspection.

CONCLUSION

Career planning, management, and growth are especially important in this age of innovation since innovation brings about changes, advances, and newness. Training, testing, and educational experience will need changes and, if necessary, transformation. This is significant for all teachers. Everything is changing rapidly and we, as teachers, must accept these rapid changes. To face this, we need a version of particular responsibility, inventiveness, and forethought. Institutions and instructors should welcome necessary changes and set everything in line with current demands and expectations. In this regard, merely being a qualified educator will not be enough. Teachers should be open-minded, especially when it comes to innovations and internal or external assessments.

SCOPE FOR FUTURE RESEARCH

Research on career planning, management, and development among the instructors of science, engineering, and management and a comparison between directors of business ventures and teachers of business schools, and a comparison among the management professors of emerging economies (Brazil, Russia, India, China, and South Africa-BRICS countries), and furthermore, a comparison between teachers of management of developing countries and advanced economies to understand and investigate any significant contrasts can be interesting areas of future exploration.

DECLARATION OF CONFLICTING INTERESTS

The author reported no conflicts of interest in connection with the writing and/or publishing of this.

FUNDING

The author received no financial assistance for his research or writing of this paper

REFERENCES

1. Anna-Katariina Parkkasaari (2018). Creating career development models and practices for an
2. ICT company. Master's Thesis, Degree Programme in International Business Management, Haaga-Helia University, Helsinki, Finland. Pp. 1-49.
3. Annelies E. M. van Vianen, Irene E. De Pater and Paul T. Y. Preenen (2009). Adaptable Careers: Maximizing Less and Exploring More. *The Career Development Quarterly*. 57: 298-309.
4. Barbara Orser and Joanne Leck (2010), "Gender influences on career success outcomes",

6. Gender in Management: An International Journal, Vol. 25, No. 5, pp. 386-407.
7. Baruch, Y. (2004). Transforming careers: From linear to multidirectional career paths – organizational and individual perspectives. *Career Development International*. 9: 58-73.
9. Benard Korankye (2020). Exploring the Mediating Role of Work Engagement, Career Management, and Career Satisfaction among Small and Medium Enterprises in Ghana. *International Journal of Management, Accounting, and Economics*. 7 (7): 416-434.
11. Bhawna Mishra, and Vivek Sachan (2012). Career management: a key driver of performance and productivity. *International Journal of Management Research and Review*, 2 (8): 1334-1341.
13. Bola Adekola (2011). Career planning and career management as correlates for career development and job satisfaction - A case study of Nigerian bank employees. *Australian Journal of Business and Management Research*. 1 (2): 100-112.
15. Chetana N and A. K. Das AKM (2017). Career Planning and Career Management as Antecedents of Career Development: A Study. *Asian Journal of Management*. 8 (3): 614-618.
17. Christine S K, Clifford M and Caroline I (2021). Effect of Career Management Practices on Employee Performance in Murang'a Water and Sanitation Company Limited. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. 26 (6): 43-53.
19. Creed, P.A., and Hood, M. (2009). Career development, planning, and management from the organizational perspective. Chapter. Pages:39–62.
21. DeVos, A., Buyens, D., and Schalk, R. (2003). Psychological contract development during organizational socialization: Adaptation to reality and the role of reciprocity. *Journal of Organizational Behavior*. 24: 537-559.
23. Fadel Shaito (2019). Career Development: An Overview. Al Maaref University.
24. Hall, D. T. & Associates. (1986). Career development in organizations. San Francisco, CA: Jossey-Bass.
26. Herr, E. L., Cramer, S. H., and Niles, S. G. (2004). Career guidance and counselling through the lifespan: Systematic approaches. Boston, MA: Pearson.
27. Hui-Chin Chu, Mei-Chi Hsieh and Shan-Chih Chang (2007). A Study of Career Development, Learning Motivation, and Learning Satisfaction of Adult Learners in Unconventional Scheduling Graduate Programs. ERIC Number: ED504762.
30. Ikechukwu D and Paschal. A J N (2017). Effects of career growth on employees' performance: a study of non-academic staff Of Michael Okpara University of Agriculture Umudike Abia State, Nigeria. *Singaporean Journal of Business Economics, and Management Studies (SJBEMS)*. 5 (7): 8-18.
33. Jacqui Larkin and Ruth Neumann (2009), "University Career Management Practices for Academic Staff: A Reality Check"? NZJHRM 2009 Special Issue: HRM & Performance, Vol. 9, No. 2, pp. 120-130.
35. Jaroslaw Stanislaw Kardas (2012). Determinants of Employee Development and Career in a Company. Chapter 14, Edited by: J.S. Kardas, J. Brodowska-Szewczuk – Efficiency in Business, Siedlce University of Natural Sciences and Humanities Publishing House.
37. Johannes Stephanus Hartzenberg (2002). The Implementation of Career Management Practices in the South African Public Service. Master Thesis, Faculty of Economics and Management Sciences, University of Pretoria, Pretoria. Pp. 1-105
39. Jos A, Veerle B, Marthe H, and Roland W. B. B. (2012). Competencies for the Contemporary Career: Development and Preliminary Validation of the Career Competencies Questionnaire. *Journal of Career Development*. 40(3) 245-267.
41. Leibowitz, Z. B., Farren, C., and Kaye, B. L. (1986). Designing career development systems. San Francisco, CA: Jossey-Bass Publishers.
43. Mackay, S. et al (2016). Maximizing the impact of careers services on career management skills: a review of the literature. Derby: University of Derby.
45. Maria Rønn (2010). The relationship between career management and organizational commitment: The moderating effect of openness to experience. Master's thesis, Department of Industrial Psychology, The University of Stellenbosch, Western Cape province of South Africa. Pp: 1-192.
47. Mengesha W and Zewude S (2021). The Effect of Career Management on Public Employee Job Satisfaction in Jimma City: Taking Career Development as Mediator. *International Journal of Academic Research in Economics and Management and Sciences*. 10 (1): 135–152.
49. Mina B, Shabaan M S, and Nsubuga H (2021). Career Management and Employees' Performance in the Ministry of Education and Vocational Training in Zanzibar. *International Journal of Scientific Research and Management (IJSRM)*: 9 (10):1-7.
51. Mulhall, S. (2014). Careers and Career Development, in Harney, B., and Monks, K. (eds.) Strategic HRM: Research and Practice in Ireland, pp. 211-229, Dublin, Orpen Press.
53. Natalie R. Kosine and Morgan V. Lewis (2008). Growth and Exploration: Career Development Theory and Programs of Study. *Career and Technical Education Research*, 33(3): 227-243.
55. Rini Sarianti and Euis Oterindah (2021). The Influence of Organizational Career Management, Individual Career Management, and Competence on Employee Career Effectiveness. *Advances in Economics, Business and Management Research*. 192: 508-516.
57. Silvia Bagdadli and Martina Gianecchini (2018). Organizational career management practices and objective career success: A systematic review and framework. *Human Resource Management Review*.
59. Steven D. Brown and Robert W. Lent (Editors) (2013). Career Development and Counseling: Putting Theory and Research to Work. John Wiley & Sons, Inc. Page No: 21-23.
61. Sturges, J., Guest, D., Conway, N., and Mackenzie Davey, K. (2002). A longitudinal study of the relationship between career management and organizational commitment among graduates in the first ten years at work. *Journal of Organizational Behavior*, 23: 731-748.
63. Sunil Maheshwari and T.N. Krishnan (2004). Career effectiveness and its determinants. Working Paper. RePEc:IIM: iimawp:wp01818.